



# Voices of the Language Teachers in Teaching Indigenous Students in the IPed-Implementing Schools

Smilee Joy A. Sonza<sup>1</sup>, Adrian V. Protacio, PhD<sup>2</sup>

<sup>1</sup>Teacher III, Kalamansig National High School, Kalamansig, Sultan Kudarat Philippines

Email: [smileejoy.sonza@deped.gov.ph](mailto:smileejoy.sonza@deped.gov.ph)

<sup>2</sup>Associate Professor I, Sultan Kudarat State University-ACCESS Campus, Tacurong, Sultan Kudarat, Philippines

Email : [adrianprotacio@sksu.edu.ph](mailto:adrianprotacio@sksu.edu.ph)

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**Abstract**— Teaching the English language to indigenous students can be both rewarding and challenging. This study examines the experiences of English teachers in Indigenous Peoples Education (IPed) schools in Kalamansig, Philippines. It investigates the difficulties they encounter while teaching English to Indigenous learners in multicultural and multilingual settings. By emphasizing teachers' perspectives, the study provides insights for enhancing ESL instruction, curriculum development, and teacher training in Indigenous environments. Employing a qualitative, transcendental methodology, the research explored how teachers describe their teaching experiences, frame their challenges, and envision their professional futures. In-depth, semi-structured interviews were conducted with six purposefully chosen public school educators from Datu Bak Bak Apang and Datu Etang Integrated Schools. The thematic analysis of the information resulted in fourteen (14) emerging themes derived from 165 identified meanings, 50 initial themes, and 21 clustered themes. Six themes captured teachers' lived experiences: From Necessity to Calling, Professional Resilience and Flexibility, Instructional Downshifting and Adaptability, Silent Classroom Struggle, Reciprocal Language Learning, and Finding Purpose and Fulfillment. Five themes depicted contextual difficulties: Multicultural Classroom Challenges and Adaptations, Adapting and Thriving in Teaching, Adaptive Teaching for Cultural Learning Styles, Curriculum Modification for Meaningful Learning, and Navigating Language Barriers. Three themes sought future perspectives: Commitment, Uncertainty, and Aspirations, Becoming Part of the Community, and Gradual Progress and Future Hope. The results indicate that English teachers in indigenous classrooms act as cultural mediators and language facilitators while dealing with resource limitations and systemic challenges. Despite these obstacles, they show exceptional commitment to their professional advancement and community involvement. Their experiences highlight the need for improved institutional support, focused professional development, and comprehensive policy measures to ensure culturally relevant education is accessible to marginalized indigenous students.



**Keywords**— English Teachers, Lived Experiences, Indigenous Education, Opportunities, Voices.

## I. INTRODUCTION

English is considered a universal language, vital for global interaction and job prospects. Nonetheless, Indigenous learners in isolated regions of the Philippines still encounter obstacles in mastering and utilizing English proficiently. Factors like insufficient resources, large class

sizes, and inadequate teacher training contribute to this persistent issue (Leaño et al., 2019).

In 2019, the Indigenous Peoples Education (IPed) Program was initiated across 117 divisions in the Philippines, including Sultan Kudarat, to promote inclusive education. The program seeks to incorporate

Indigenous culture into the curriculum while ensuring that quality education is accessible (Verdida et al., 2024).

Although prior research has thoroughly looked into the difficulties faced by Indigenous students, there has been a lack of attention to English teachers' experiences and challenges in schools implementing IPed.

This study intended to investigate teachers' voices when teaching English to Indigenous students, gather teachers' viewpoints on the practical application of the IPed curriculum within classroom environments, and suggest developments for teacher training and curriculum development in the context of Indigenous education.

### 1.1 Theoretical Framework

This study used a multi-theoretical approach that integrated Bronfenbrenner's Ecological Systems Theory (EST) (1979), Vygotsky's Social Constructivism (SC) (1978), and Gay's Culturally Responsive Teaching (CRT) (2018). These theories attempted to analyze English teachers' lived experiences interacting with Indigenous learners. The combination of teachers' experiences provided a strong foundation for comprehending the intricacies of the teaching experience.

### 1.2 Research Questions

This study addressed the following questions: (1) What are the lived experiences of English teachers in teaching Indigenous students? (2) How do English teachers describe the context of their experiences in teaching indigenous students? and (3) How do English teachers view themselves in the future in the context of language teaching to indigenous students?

## II. REVIEW OF RELATED LITERATURE

Research involving educators in indigenous communities uncovers intricate professional experiences. Copland and Yonetsugi (2016) discovered that bilingual English teachers established important linguistic links despite facing challenges in cultural understanding. Alfulaila et al. (2019) pointed out that curriculum requirements limited cultural representation for Indonesian educators teaching indigenous Islamic students. Hammine et al. (2019) documented how Sámi language teachers navigate complicated identity negotiations, balancing traditional knowledge with contemporary educational frameworks. Francis-Cracknell et al. (2022) highlighted the emotional changes teachers undergo when addressing their knowledge gaps while teaching indigenous topics, alongside Li and Lv's (2022) findings on the significance of emotional intelligence in cross-cultural instructional settings. Matthews (2020) reinforced the critical role of emotional intelligence.

Even though indigenous students are eager to engage, they encounter significant hurdles when expressing their

thoughts in written English. According to Cosepe and Motus (2023), specific challenges include inadequate sentence construction, spelling issues, limited vocabulary, and difficulties with word translation. These linguistic challenges present major barriers for students and educators in fostering effective communication and facilitating academic advancement.

## III. METHODOLOGY

The Transcendental Phenomenology was the research design. Husserl and Moustakas established transcendental phenomenology, a qualitative research approach that seeks to capture the core of human experiences (Moerer-Urdahl & Creswell, 2004). This method was used in the formulation of the research question, participant selection, and the conduct of in-depth interviews (Bugnos et al., 2022; Protacio, 2022; Tacogue et al., 2022; Felongco et al., 2022; Bingco et al., 2022).

This was conducted in the municipality of Kalamansig, where the IPed-implementing schools of Datu Bak Bak Apang and Datu Etang Integrated Schools had a high percentage of students with below-average grades in English. 63% of the population from Grades 1 to 12 had a grade point average of 79 and below in English (DMEPA, 2023).

Six (6) language teachers were purposively chosen for this study. The inclusion criteria included elementary or secondary teachers teaching English in the IPed school, at least three years in service with firsthand experience teaching in the IPed school, and willingness to participate in the interview.

This study used researcher-made individual in-depth and semi-structured interviews tailored from Moustakas (1994) as the primary data sources. Using the validation form, the researcher asked three (3) qualitative researchers from the Commission on Higher Education to validate the instrument for data gathering. This structure gave the interviewer a guide to choose and order questions (Merriam & Tisdell, 2016).

The participants were selected based on purposive sampling using inclusion criteria that met the study's objectives and the participants' ability to significantly contribute to the analysis of language teachers' experiences in teaching English to indigenous learners (Crossman, 2020; Creswell, 2021).

The participants were presented with informed consent and given the interview protocols. Then, the researcher conducted an in-depth interview using a semi-structured interview guide questionnaire. Lastly, the interviews were verbatim transcribed to ensure no data would be biased using the transcription writing guide.

The study used Braun and Clarke's (2006) thematic analysis. The data were familiarized, and initial codes were created. Then, the codes were collated and grouped to create potential themes. The themes were compiled and refined to come up with relevant themes. After modifying data-related themes, the researcher examined each theme and its description and created a final thematic map. The Thematic analysis was also employed in local studies in the Philippines (Gasan et al., 2023; Sanda et al., 2023).

#### IV. RESULTS AND DISCUSSIONS

Fourteen (14) emerging themes were articulated through difficult procedural data analysis and interpretation. They were all synthesized from 165 formulated meanings, 50 initial themes, and 21 clustered themes.

The relevant themes are *From necessity to calling, professional resilience and flexibility, instructional downshifting and adaptability, silent classroom struggle, reciprocal language learning, and finding purpose and fulfillment. Five themes depicted contextual difficulties: multicultural classroom challenges and adaptations, adapting and thriving in teaching, adaptive teaching for cultural learning styles, curriculum modification for meaningful learning, and navigating language barriers. Three themes sought future perspectives: commitment, uncertainty and aspirations, becoming part of the community, and gradual progress and future hope.* These themes were characterized by the experiences of language teachers teaching IP students.

##### 1: From Necessity to Calling

This theme effectively conveys educators' deep journey when assigned to Indigenous Peoples (IP) communities. Research indicates that placements within Indigenous communities can shift initial uncertainties into a heightened sense of responsibility and adaptability among educators. Williams and Morris (2022) stress the importance of creating culturally aware job opportunities in Indigenous settings, observing that collaborative placements encourage genuine engagement with the community.

However, Cherubini (2023) notes that insufficient preparation for understanding local traditions can be daunting for teachers, which may obstruct their ability to derive meaning from their roles. Oloo and Kiramba (2019) further highlight that numerous Indigenous educators encounter systemic obstacles that diminish their sense of purpose, emphasizing that placements alone do not suffice without continuous support and resources.

##### 2: Professional Resilience and Flexibility

The theme offers important insight into teachers' ability to adjust when confronted with various simultaneous

challenges. The findings show that educators need to manage unfamiliar locations and uncertainties in teaching methodologies within their professional roles.

The results of this study correspond with more current research regarding teacher adaptability in difficult situations. According to Mansfield et al. (2018), teacher resilience should not be viewed solely as an individual characteristic but as a dynamic process shaped by personal and contextual influences. The experiences recounted by the participants illustrate what Vance et al. (2021) call adaptive expertise, in which educators continuously modify their practices in reaction to unpredictable circumstances and contextual limitations. Additionally, the participants' experiences reflect what Tait (2018) identifies as an essential component of teacher resilience: the capability to overcome differences between ideal educational goals and actual practical scenarios. This ability to adapt is especially vital in situations where resource constraints or geographical obstacles hinder the straightforward execution of the curriculum (Ainley & Carstens, 2018).

As highlighted in recent studies, the EST effectively illustrates how interactions within various environmental systems influence teachers' adaptability (Bronfenbrenner & Morris, 2018; Mansfield et al., 2016). The experiences of the participants indicate that their professional resilience evolves at the convergence of microsystems (new classroom experiences), mesosystems (relationships within the school community), and macrosystems (educational policy frameworks). EST offers a thorough framework for understanding teacher resilience as a standalone personal characteristic and a fluid reaction to complex contextual challenges. It recognizes that teachers' adaptive methods arise from their ongoing engagement with various environmental systems that frequently impose conflicting demands and resource constraints.

##### 3: Instructional Downshifting and Adaptability

This theme highlights how skilled educators in culturally and linguistically diverse environments practice instructional downshifting, intentionally adjusting teaching methods to align with students' understanding levels while progressing toward academic objectives. Teacher 3 showcases linguistic adaptability through translanguaging pedagogy, transitioning between Filipino, English, and native languages to facilitate comprehension (Karabon & Johnson, 2020). Insights from Teacher 5 underscore the significance of cultural-linguistic knowledge, resonating with Acevedo and Solís's (2020) argument that effective instruction necessitates an awareness of linguistic nuances. Teacher 1's method of meeting them at their level illustrates the concept of responsive pedagogical

positioning, emphasizing student understanding over strict instructional timelines (Sharma & Nga, 2022). These practices are consistent with Gay's (2018) CRT, which employs cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to improve learning effectiveness through cultural competence and responsiveness.

#### **4: Silent Classroom Struggle**

The findings indicate that educators are more attuned to nonverbal signals when language disparities create obstacles to communication. Teacher 3's observation of students taking longer to respond aligns with Puzio et al.'s (2017) concept of processing latency, implying that silence frequently signifies cognitive processing rather than lack of engagement. Teacher 5's description of blank expressions during English lessons relates to González-

Howard and McNeill's (2021) phenomenon of linguistic intimidation necessitates that teachers be aware of subtle facial cues that indicate difficulties in comprehension. Teacher 2's observations regarding the varying patterns of student interactions with teachers compared to peers reflect Nguyen et al.'s (2020) concept of dual interactional repertoires, whereby genuine engagement may be obscured in teacher-led activities due to cultural norms or language obstacles.

These insights are further understood through the lens of SC, which stresses the development of knowledge through social interactions influenced by cultural and linguistic contexts. This underscores the idea that learning is a shared process that requires scaffolded support within students' zones of proximal development (Vygotsky, 1978; Palincsar, 2018).

#### **5: Reciprocal Language Learning**

This theme underscores the dual role of teachers as not only providers of knowledge but also as learners within the educational sphere, particularly in contexts involving Indigenous populations.

The results illustrate various vital aspects of reciprocal learning within educational settings. Cultural awareness is crucial, as research indicates that educators who engage deeply with Indigenous cultures enhance their cultural proficiency and foster more inclusive classroom atmospheres (Jacob et al., 2019; Kühn et al., 2020). This involvement with Indigenous communities allows teachers to develop more respectful teaching practices that address conventional educational obstacles.

Moreover, teacher growth and adaptability are important, especially in terms of emotional intelligence. According to Öz and Kiris (2018), emotional intelligence equips teachers to respond empathetically to the diverse

needs of learners. Matthews (2020) elaborates on this by showing that educators with high emotional intelligence can better accommodate students' backgrounds and experiences, fostering genuinely inclusive learning environments.

Language Development and Communication highlights the mutual advantages of linguistic diversity. Integrating Indigenous languages supports preservation initiatives and enhances English language teaching (Wilson, 2024; Galla, 2016). Jesus and González (2022) further demonstrate that reclaiming language acts as a means of cultural revival, benefiting individual students and their larger communities.

Theoretical analysis indicates that Social Constructivist Theory offers the most compelling explanatory framework for the theme Learning goes both ways. This viewpoint underscores that knowledge is constructed through social interactions and collective experiences, emphasizing that effective education is a dynamic and shared journey of growth and understanding rather than a one-way transmission of knowledge (Norton & Toohey, 2011; Morcom, 2021).

#### **6. Finding Purpose and Fulfillment**

This theme explores the internal drivers and emotional benefits that educators experience from establishing meaningful relationships with students and observing their growth. The grouped themes, *motivation, fulfillment, inspiration, and building meaningful connections*, demonstrate how solid teacher-student relationships improve educators' job satisfaction and students' educational experiences.

Research backs this link: Morales (2022) shows that transformational leadership cultivates settings where teachers feel appreciated, connect supportive academic environments with teacher happiness (Villavicencio-Aguilar et al., 2020). Ahmed et al. (2020) indicate that motivational activities enhance educator self-efficacy. Bronfenbrenner's EST (1979) offers a theoretical framework, suggesting that a teacher's growth is influenced by environmental interactions, especially within educational communities. This viewpoint underscores how personal and professional satisfaction is intertwined with the social and educational ecosystems in which educators function, highlighting that nurturing learning environments promote greater motivation and fulfillment among teachers.

#### **7: Multicultural Classroom Challenges and Adaptation**

This theme explores educators' intricate obstacles when instructing linguistically and culturally diverse indigenous students across three areas: *language*



challenges, literacy growth, and sociocultural participation. Teacher 1's focus on exercising patience in dealing with language obstacles aligns with Jiménez-Silva and Olson's (2017) idea of pedagogical patience, while the ongoing necessity for translation illustrates what Carjuzaa and Ruff (2020) call the linguistic mediation burden. Literacy difficulties are highlighted by the asymmetrical literacy development found between different languages, complicating lesson planning. Sociocultural elements affecting student participation include cultural withdrawal when students become disengaged, subsistence-education tension as economic demands conflict with educational goals, and educational timeline disjuncture among older learners (Rivera & Valdez, 2020; McInnes, 2017; Tran et al., 2020; Arasaratnam-Smith, 2021).

Bronfenbrenner's EST (Bronfenbrenner & Morris, 2017) offers a framework for understanding these challenges across interconnected environmental systems from immediate language issues at the microsystem level to wider economic and cultural factors at the exosystem and macrosystem levels that together influence indigenous students' educational engagement and success.

#### **8: Adapting and Thriving in Teaching**

This theme explores teachers' ability to overcome challenges through flexibility and resilience, particularly regarding the needs of Indigenous students. Based on four interrelated concepts: *emotional resilience*, *understanding student learning pace*, *pedagogical adaptation*, and *instructional innovation*. It underscores that educators need to nurture resilience to foster inclusive educational environments for Indigenous students facing unique challenges. Han (2022) illustrates that CRT boosts the engagement of Indigenous students and enhances teachers' confidence in their abilities. Pitama et al. (2018) emphasize that educational modifications tailored to Indigenous contexts improve learner outcomes by incorporating cultural elements into teaching practices. Wilson et al. (2023) point out that the obstacles Indigenous students encounter, particularly during crises such as COVID-19, necessitate ongoing innovation in teaching. Li and Lv (2022) demonstrate that educators who effectively regulate their emotions more successfully support student learning processes. EST supports this theme by highlighting that successful adaptation is influenced by cultural and social networks, indicating that effective teaching requires understanding the wider systems that impact Indigenous education (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006).

#### **9: Adaptive Teaching for Cultural Learning Styles**

This theme explores how educators modify their instructional approaches when teaching indigenous

students, moving from one-size-fits-all methods to more culturally relevant practices. Teachers exhibit pedagogical cultural responsiveness by acknowledging the impact of cultural frameworks on student learning, as shown by Teacher 2's dismissal of rigid standards (Gonzalez et al., 2020). They regularly engage in critical pedagogical reflection, assessing their teaching effectiveness through student input and cultural context, resulting in changes such as incorporating translation and technology (Robinson & Clardy, 2021). Educators apply culturally sustaining engagement strategies through incentive systems and create enjoyable learning atmospheres while highlighting linguistic mediation through translanguaging to enhance content accessibility. They also employ collaborative scaffolding approaches through mixed-ability groupings and tutoring programs (Haynes & Smallwood, 2021; Butvilofsky et al., 2020; Toppel, 2021).

These strategies are consistent with Gay's (2018) framework for culturally responsive teaching, which stresses the importance of instruction to and through cultural diversity by incorporating cultural knowledge into teaching decisions instead of relying on standardized methods.

#### **10: Curriculum Modification for Meaningful Learning**

The theme illustrates how educators actively adjust standardized curriculum expectations to foster genuine learning experiences for indigenous students. The findings reveal that teachers strategically emphasize student comprehension over rigid adherence to prescribed curriculum timelines and content.

Teacher 1's insights regarding the need for extended timelines and simplification underscore what Klenowski (2019) calls temporal flexibility, the readiness to modify instructional pacing based on student comprehension rather than administrative schedules. This adaptable method values depth of understanding more than breadth of content coverage, even if it requires extending learning periods beyond curriculum guidelines.

Teacher 2's recognition of purposefully straying from curriculum guides showcases what López and Arif (2022) define as responsive curriculum mediation. It is the process by which educators interpret, adapt, and occasionally bypass standard curriculum requirements to better cater to their students' educational needs. This teacher's awareness that sticking to standardized curriculum expectations would only exacerbate student challenges reflects advanced professional judgment that places student learning above compliance.

Teacher 3's situation of revisiting lessons despite curriculum guide limitations illustrates what Ramirez-Tudela and Webber (2020) characterize as principled

deviation, a conscious departure from mandated pacing or sequencing when assessment data suggests students have not yet grasped crucial concepts. This emphasis on learning over pacing indicates educators' recognition that artificial deadlines cannot confine genuine learning.

Bronfenbrenner's EST offers the most suitable framework for comprehending the curriculum modification practices outlined in this data. This theory views human development as shaped by various environmental systems, ranging from micro to macro levels (Bronfenbrenner & Morris, 2017). The curriculum modification practices exhibited by the teachers highlight their ability to maneuver through conflicting influences across a diverse environment. They address students' learning requirements at the microsystem level by simplifying and repeating.

### **11: Navigating the Language Barrier**

Navigating the Language Barrier encapsulates the multifaceted challenges faced in teaching English within a multilingual context, particularly when learners encounter English as a third or fourth language. Teachers grapple with persistent language barriers in this environment, necessitating dynamic strategies to facilitate comprehension among diverse student populations. This context is compounded by the necessity for continuous translation across languages, which can be cognitively taxing for educators and students (Rasheed et al., 2017). They highlight the difficulties teachers face in multilingual classrooms when students lack proficiency in English, underscoring the need for effective pedagogical strategies.

The theme is characterized by three clusters: Language Challenges and Strategies, Teaching Challenges and Classroom Dynamics, and Fostering Student Engagement and Interaction. These subthemes arise from initial discussions around classroom interactions and the unique dynamics present in multilingual settings. Garcia and Schleppegrell (2021) advocate for a translanguaging approach, which recognizes and utilizes students' full linguistic repertoire, fostering an inclusive environment. This approach is echoed by Pierson et al. (2021), who argue that embracing multiple languages in scientific modeling activities can significantly enhance student engagement and learning outcomes. Similarly, Copland and Yonetsugi (2016) elucidate that valuing both the English and native languages of students creates a supportive learning atmosphere that may mitigate language barriers.

Fostering student engagement in multilingual classrooms is further explored in the literature, where studies underscore the importance of peer-assisted learning strategies and teacher facilitation. For instance, effective

multilingual teaching strategies not only incorporate peer interactions but also emphasize the role of teachers in facilitating meaningful conversations (Omidire, 2020). This is critical, as Myklevold and Speitz (2021) note that teacher perceptions of multilingualism significantly affect how they implement educational strategies. Their work suggests that being attuned to students' linguistic and cultural contexts leads to better classroom dynamics and interactions.

Social Constructivist Theory strongly supports this theme, emphasizing that learners construct knowledge through social interactions within their cultural contexts. This perspective aligns with findings highlighting how effective learning in multilingual settings occurs through collaborative practices and the negotiation of meaning among peers and educators (Garcia & Schleppegrell, 2021; Duarte, 2016). Moreover, using students' native languages to scaffold understanding aids in language acquisition and fosters a culturally responsive classroom that values diversity (Omidire, 2020; Bisai & Singh, 2020).

### **12: Commitment, Uncertainty, and Aspirations**

This theme explores educators' long-term dedication to teaching in Indigenous communities, their professional ambitions, and the factors influencing their decisions to stay or leave. This theme underscores the complexities of teachers' commitments, shaped by personal aspirations and the distinct challenges of working in Indigenous educational settings.

Educators often navigate a landscape of uncertainty, facing inadequate institutional support, cultural misunderstandings, and systemic barriers. For instance, Hammime et al. (2019) examine the experiences of educators involved in Indigenous language revitalization initiatives, revealing how these roles foster a sense of belonging and purpose. Their findings suggest that commitment is not solely intrinsic but also shaped by the communities educators serve and the meaningful roles they adopt.

Similarly, Francis-Cracknell et al. (2022) highlight that a lack of support for professional development can lead to disillusionment among educators in Indigenous health education, ultimately influencing their long-term aspirations and retention. This aligns with Pidgeon (2016), who discusses the transformative potential of indigenization in educational institutions and its impact on teachers' commitment, particularly in response to how Indigenous knowledge and practices are integrated. Furthermore, Docherty et al. (2023) explore educators' journeys toward indigenization, emphasizing that their motivation often stems from a genuine desire to contribute meaningfully to their teaching communities.

Moreover, SC Theory most effectively underpins commitment, uncertainty, and aspirations. This theory posits that learning is a collaborative process, with knowledge constructed through social interactions (Vygotsky, 1978). The interplay of commitment, uncertainty, and aspirations aligns with the principles of SC, demonstrating that educational outcomes are shaped by communal efforts and shared cultural meanings (Francis-Cracknell et al., 2022).

### **13: Becoming Part of the Community**

This underscores the significance of teacher engagement with the cultural and social fabric surrounding Indigenous students, emphasizing how this engagement influences both personal growth and academic success.

Engaging with cultural traditions and local knowledge helps teachers develop a more inclusive perspective, leading to higher self-efficacy and a stronger commitment to their role (LaFromboise et al., 2016). Additionally, community involvement has positively influenced students' academic motivation, reinforcing the importance of CRT strategies (Teufel-Shone et al., 2016).

This approach fosters emotional engagement, strengthens student-teacher relationships, and facilitates critical thinking and academic success (Vass, 2012). However, studies also indicate that teachers' lack of cultural competence can hinder their effectiveness, underscoring the need for professional development programs focused on Indigenous pedagogies (Flavell et al., 2013).

Moreover, teachers who incorporate Indigenous knowledge and community-based practices into their instruction enhance student achievement and find greater professional fulfillment (Chen, 2016). Teaching strategies incorporating storytelling, traditional practices, and community collaboration have enhanced classroom engagement and cultural understanding (Han, 2022). Studies indicate that educators who embrace Indigenous perspectives develop a greater sense of purpose, ultimately leading to more meaningful and impactful teaching experiences (Mackinlay & Barney, 2012).

Furthermore, EST is a strong foundation for becoming part of the community. This theory posits that individual development is influenced by interactions within various interrelated systems, including family, school, and community contexts (Bronfenbrenner, 1979). Teachers who actively engage with Indigenous communities contribute to an educational ecosystem where cultural knowledge and academic learning are interconnected, fostering student success and professional growth.

### **14: Gradual Progress and Future Hope**

This theme illustrates how educators perceive obstacles within a timeline, sustaining professional optimism while recognizing the gradual nature of educational transformation in indigenous contexts. The evidence shows that educators regard present challenges not as enduring barriers but as shifting circumstances that will enhance over time.

Teacher 3's optimistic outlook illustrates what Mansfield and Beltman (2019) describe as temporal resilience, framing a cognitive method of placing current difficulties within a broader professional timeline. This viewpoint enables educators to maintain psychological stability by considering current issues as transient rather than permanent aspects of their professional reality. The anticipation that challenges will slowly diminish reflects an awareness of teaching as a developmental journey rather than a fixed task.

Despite recognizing challenges, teacher 4's current pleasure exemplifies what Fives et al. (2021) call present-moment professional gratification, the capacity to find fulfillment from small signs of progress rather than waiting for all challenges to be fully resolved. This educator finds encouragement in students' evident enthusiasm for English class and their independent vocabulary expansion efforts, which prove that their teaching is making an impact despite ongoing difficulties.

Teacher 5's optimistic view of technology corresponds with Johnson and Altowairiki's (2021) observations on technological optimism among educators in challenging educational environments. This outlook envisions future advancements by incorporating digital tools and modern teaching methods, implying that embracing technology may eventually alleviate the challenges faced in language instruction.

At the core of SC is the notion that learning and development happen through gradual, socially mediated interactions that occur over time with the guidance of more knowledgeable individuals (Vygotsky, 1978; Powell & Kalina, 2017). The teachers' insights into gradual progress exemplify this theoretical concept. Teacher 3's belief that challenges will disappear gradually instead of instantly highlights the constructivist idea that growth is stepwise and progressive, both in their professional journey and in their students' language development.

## **V. CONCLUSIONS AND RECOMMENDATIONS**

The following conclusions are based on the synthesized emerging themes and the participants' experiences.

The experiences of English teachers highlighted a transformative journey in their profession. Many participants who initially took on teaching out of necessity described how their roles evolved into a profound calling. These educators exhibited remarkable resilience and adaptability when facing difficult situations, continually adjusting their teaching methods to meet the distinct needs of their students.

The instructional downshifting and adaptability theme underscored the teachers' capacity to tailor standard practices to align with their students' skill levels and cultural backgrounds. Numerous participants spoke of dealing with a silent classroom struggle, marked by communication hurdles that demanded exceptional patience and creative teaching techniques.

A notable discovery was the rise of reciprocal language learning, where teachers immersed themselves in indigenous languages, fostering a mutual exchange that benefited both groups. Despite the obstacles, teachers found deep purpose and fulfillment in observing the growth of their students and contributing to the development of indigenous communities.

Moreover, educators described their teaching environment as one that demands ongoing adjustments to multicultural classroom challenges. They discussed creating targeted strategies to adapt and thrive within these varied linguistic and cultural settings. The theme of adaptive teaching for cultural learning styles highlighted teachers' awareness that indigenous students often had unique learning preferences requiring modifications to traditional teaching approaches. Curriculum modification for meaningful learning surfaced as an essential approach, with teachers frequently altering standardized curricula to include culturally relevant materials and examples. Moreover, participants shared their experiences navigating language barriers, using different methods to connect English instruction with the students' native languages.

The meaning derived from their efforts by educators was characterized by commitment, ambiguity, and aspirations. Despite various challenges and self-doubt, participants stayed profoundly committed to their students' achievements and fostered hopes for their future successes.

Many teachers shared a significant experience of connecting with the community. This experience led to the evolution of their professional identities as they built stronger personal bonds with indigenous groups. This connection enriched their cultural understanding and enhanced their effectiveness as teachers.

Consistent growth and positive perspective represented educators' perceptions of meaningful accomplishments. While acknowledging that progress often required time, participants derived great significance from witnessing slow

advancements and held an optimistic view regarding their students' educational journeys.

## RECOMMENDATIONS

**Teacher Preparation Programs.** School heads may create targeted training that addresses the distinct challenges of teaching English in indigenous settings, focusing on cultural awareness, language acquisition methods, and flexible instructional approaches.

**Professional Development.** School leaders may initiate continuous learning opportunities that enhance teachers' adaptive techniques and tackle the specific obstacles identified in this research.

**Resource Development.** Teachers may produce and disseminate educational materials that are both culturally relevant and linguistically suitable for indigenous students.

**Support Networks.** Teachers may set up mentoring initiatives and collaborative communities where educators can exchange experiences and strategies for effective teaching in indigenous education.

**Curriculum Enhancement.** The school leaders may update English language curricula to integrate indigenous knowledge systems and cultural relevance, making education more significant and accessible.

**Community Engagement.** Teachers may strengthen collaborations between schools and indigenous communities to promote reciprocal learning and ensure the educational experience is pertinent.

**Future Research.** Researchers may undertake further studies to investigate effective assessment methods within Indigenous education and monitor the enduring effects of CRT practices.

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